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ABSTRACT

A project in adult basic education was established in the Model Neighborhood of Wilmington, Delaware. A delivery system of services using paraprofessionals was created to give eligible adults individualized instruction in their home or a nearby center. The results showed that most of the project enrollment and performance objectives were met. Data are provided regarding: enrollment data, an education opinion instrument administered to 69 students at the end of the project period, a wide range achievement test to determine the amount of progress in the areas of spelling, math, and reading, and a list of student activities. Instructional materials used by staff members were chosen according to the needs of individuals. Some of the materials are listed, rated, and evaluated. Problems encountered in the project were constant turnover of paraprofessionals, transportation of students, enrolling students in driver's education classes who did not possess functional English skills, and retaining and recruiting. Excerpts from a third-party evaluation provide information related to the procedures used in the project, a final evaluation questionnaire administered to the staff, an analysis of the project operations, and interview questions to determine extent of student participation. The project was termed "an exciting, rewarding, and successful program." (Author/EC)

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FINAL REPORT
OF
PROJECT OPEN-OUT
ADULT BASIC EDUCATION

GRANT # OEG-3-72-0073

PROJECT # V 324074

SUBMITTED BY: ELVA M. BROOKS,
PROJECT DIRECTOR

JULY, 1975

OE005471

PROJECT OPEN-OUT,
ADULT BASIC EDUCATION

ELVA BROOKS,
PROJECT DIRECTOR

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INTRODUCTION

This final report reflects the activities of Project Open-Out, Adult Basic Education. For 3 years this 309 Project has been demonstrating a unique delivery system of services to Model Cities residents in Wilmington, Delaware, our target area. Urban Educators (paraprofessionals) were employed to recruit and give instruction to the functionally illiterates who were eligible for this program.

We worked in conjunction with other agencies to give our participants a variety of skills to help them cope with life. The Nutrition Program from the University of Delaware provided Consumer Education for our adults; driver education instruction was given at Wilmington High School; many social service agencies spoke with our staff and students to make them aware of the agency's function.

It is with a great deal of pleasure to report that the concept of Project Open-Out will continue in Wilmington in fiscal 1976.

Respectfully,

Elva M. Brooks

Elva M. Brooks,
Project Director

HISTORICAL NARRATIVE

According to U.S. Census statistics of 1960, there were approximately 1,125 adults in the Model Neighborhood of Wilmington, Delaware who have less than 4th grade educational skills. These statistics do not reflect the relatively recent in-migration of an estimated 5,000 Spanish-Speaking persons - nearly ⅓ of the Model Neighborhood population. Many of the Spanish adults do not possess skills in the English language equal to 4th grade competency. From these 1,125 adults (figured by city-wide averages) plus the abnormally high percentage of Spanish-speaking adults, it was decided that a demonstration project should address the basic education needs of at least 150 Model Neighborhood who are of at least 25 years of age and possess a 4th grade or less competency level.

This decision was made by representatives from the local school district, Model Cities, State Department of Instruction, and the Model Cities Educational Task Force, which is a local citizens participation group. Through the combined efforts of these four bodies, a grant was awarded from the U.S. Office of Education. The federal grant was awarded to this project to test and demonstrate a unique delivery system of educational services.

The unique system was to give eligible adults <u>instruction in the home or in a nearby center</u>; <u>all instruction will be individualized</u> and centered around the adults interests.

Teaching and recruiting was to be done mainly by the urban educators. Professional teachers would provide daily in-service training for the urban educators; diagnose, interpret, and prescribe (along with the urban educator and perhaps the counselor) the educational needs of the adult learners.

A career ladder was built in for the instructional staff with special emphasis on the paraprofessionals. It was the intention of this project to provide training towards an associate teaching degree for the urban educators.

From the 4 bodies previously mentioned grew a screening committee whose duty was to screen and select personnel for Project Open-Out, Adult Basic Education. The four agencies were able to use this as a means of insuring each other's support and interest.

RESULTS IN TERMS OF PROJECT OBJECTIVES

Objectives	Results
The following objectives were established by the staff as standards against which the project should be evaluated. Data has been collected over the course of the project year with regard to these objectives. Final or product data is presented here:	
1. To enroll 200 students in the communications skills curriculum.	This objective has been met: 203 students were enrolled.
2. To enroll 200 students in the computational skills curriculum.	This objective has been met: 203 students were enrolled.
3. To enroll 200 students in the basic coping skills curriculum (included in this category are consumers education, drivers education and various cultural activities).	This objective has been met: 203 students were enrolled.
4. 50% of the people enrolled in the drivers education program will receive drivers licenses.	This objective has been met: 6 out of 10 students received licenses.
5. There will be bi-monthly inservice activities based on the staff's stated learning needs.	This objective has been met.
6. There will be monthly dissemination efforts to newspapers, TV, and/or radio.	This objective has been met.
7. A Satellite Center will be set up for Latin students.	This objective has been met.
8. An English teacher will be provided for Spanish-speaking classes at Open-Out.	This objective was determined to be unfeasible for this project year.

Objectives	Results
9. Three teams will be used of one teacher and two urban educators.	This objective has been met.
10. The guidance counselor will go into student's homes as needed by Open Out staff.	This objective was met during the second half of the project year.
11. There will be planned personal contact with people in the community -- at public meetings, council meetings, PTAs, etc.	This objective has been met.
12. There will be planned presentations to community groups.	This objective has been met.
13. There will be a newsletter with one person responsible.	This objective has been met.
14. There will be in-home and cluster instruction -- all individualized.	This objective has been met.
15. The difference between the goal of 200 students and the number of carry-over students will be recruited.	This objective has been met.
16. Recruiting will be done door-to-door, through agency referrals, and word of mouth.	This objective has been met.
17. Urban Educators will recruit to fill free slots during the year.	This objective is being met.
18. The WRAT and other diagnostic tests will be used.	This objective has been met.
19. After 60 hours, 75% of the students who have remained in the program will have progressed one grade level.	This objective has not been met.

STUDENT PROFILES

The following information shows the make-up of our adult learner population.

PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL

PART A. NUMBER OF PARTICIPANTS

INSTRUCTIONAL LEVEL (a)	NUMBER STARTED AT EACH LEVEL (b)	NUMBER STARTED AT EACH LEVEL AND COMPLETED THAT LEVEL (c)	NUMBER STARTED AT A LOWER LEVEL AND COMPLETED A HIGHER LEVEL (d)	NUMBER SEPARATED FROM EACH LEVEL (e)
1. Beginning	223	22	22	56
2. Intermediate	N/A	N/A	N/A	
3. Advanced	N/A	N/A	N/A	
4. TOTAL	223	22	22	56

PART B. REASONS FOR SEPARATION (Give the number of separations)

1. To take a job (Unemployed when entered program)	21	8. Because of child care problems	3
		9. Because of family problems	9
2. To take a better job (Employed when entered program)	2	10. Because of time class/program is scheduled	2
3. To enter another training program		11. Because of class/program termination	
4. Met personal objective	1	12. For other known reasons	7
5. For lack of interest	5	13. For unknown reasons	1
6. Because of health problems	11		
7. Because of transportation problems	1	14. TOTAL	56

NOTE: Our ESL students were not given a diagnostic test because it would not have shown ESL skills. Their scores donot show in Table 2, Sections C and D.

NUMBER OR PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE, AND SEX

AGE	AMERICAN INDIAN		NEGRO/ BLACK		ORIENTAL		SPANISH SURNAMED						OTHER INDIVIDUALS NOT INCLUDED IN COLS. (b) thru (o)		TOTAL
							PUERTO RICAN		MEXICAN AMERICAN		OTHER Latin Extraction (m)				
a)	MALE (b)	FEMALE (c)	MALE (d)	FEMALE (e)	MALE (f)	FEMALE (g)	MALE (h)	FEMALE (i)	MALE (j)	FEMALE (k)	MALE (l)	FEMALE (m)	MALE (n)	FEMALE (o)	(p)
16-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-34	0	0	2	3	0	0	4	46	0	0	0	0	1	3	59
35-44	0	0	3	17	0	0	2	8	0	0	0	0	1	3	34 62
45-54	0	0	12	35	0	0		13	0	0	0	0	0	0	60
55-64	0	0	11	8	0	0	2	9	0	0	0	0	0	0	30
65 PLUS	0	0	17	16	0	0		2	0	0	0	0	0	5	40
TOTAL	0	0	45	79	0	0	8	78	0	0	0	0	2	11	223

Total length of program in hours = 1445

Education Opinion Instrument

This instrument was administered to a sample of 69 students at the end of the project period to determine general attitudes towards education. The results are depicted below in terms of frequency of response.

The following statements are to help you describe yourself as you see yourself with respect to your education in this program. Please respond to them as if you were describing yourself to yourself. Do not omit any item. Read each statement carefully; then select one of the three responses listed to the right of the item. Put a circle around the response number you have chosen for each statement.

	Mostly False	Partly False Partly True	Mostly True
1. Learning gives me a feeling of accomplishment.	0	14	54
2. The people at this program like me.	0	9	60
3. New subjects scare me.	14	40	15
4. I have trouble learning.	7	50	11
5. Few people enjoy participating in an educational activity more than I do.	6	34	28
6. I do not think well.	29	28	11
7. Math has many practical applications for me.	5	39	25
8. I like to read.	1	25	42
9. Writing is usually a trying experience.	13	42	12

	Mostly False	Partly False Partly True	Mostly True
10. I would enjoy an opportunity to learn new skills.	0	29	40
11. Studying is a waste of my time.	55	9	4
12. I am confident of my ability to work with numbers.	5	51	13
13. I do poorly on tests.	10	34	25
14. Changing teachers frightens me.	17	30	21
15. Learning comes easy for me.	12	40	15
16. I hate to read.	45	20	3
17. I find it difficult to learn new skills.	11	49	8
18. I enjoy learning with other people.	1	39	29
19. Most people get ahead faster than I.	7	50	12
20. I feel at ease in the way I learn.	3	35	31

In general, the students responding to this questionnaire felt good about their own learning experiences within Open Out, although they did exhibit concerns about such items as new subjects and changing teachers (which is to be expected). Their self-concept in the program appears to be exceedingly high (corresponding to the high degree of staff concern for the student) although their responses to items 3, 4, 6, 9, 13, 15 and 19 indicate a strong reality base for this population.

Wide Range Achievement Test

To determine the amount of progress made during the school year 1974 - 1975 through Project Open Out the WRAT was given to students in the Fall of 1974 and again in the Spring of 1975.

Because students enter and leave Open Out as their needs are met, it has been difficult to get a complete set of pre and post test scores reflecting the average growth of each individual. In addition, it was determined originally by the staff to set standards for student gains based on 60 hours of project involvement. Because relatively few students actually have completed 60 or more hours, group means have been determined and are presented for three sets of data: all students; students completing 60 or more hours in the program, and students completing 40 or more hours in the program.

Grade equivalent scores are reported in the areas of spelling, math, and reading.

Table VIII

WRAT Means for all Students

1974 - 1975 Project Year - Project Open-Out

	Fall 1974			Spring 1975		
	Spelling	Math	Reading	Spelling	Math	Reading
Mean Grade Equivalent	3.46	3.08	4.98	4.04 (+.58)	3.78 (+.70)	5.19 (+.21)
Sample Size	72	72	72	63	63	63

Average number of hours spent in program: 45

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Table IX

WRAT Means and Standard Deviations for Students with 60+ Hours in Program

1974 - 1975 Project Year - Project Open Out

	Fall 1974			Spring 1975		
	Spelling	Math	Reading	Spelling	Math	Reading
Mean Grade Equivalent	3.05	2.38	3.90	3.42 (+.37)	3.32 (+.94)	4.47 (+.57)
Standard Deviation	1.69	1.41	2.98	1.60	1.44	2.63
Sample Size	20	20	20	19	19	19

Table X

WRAT Means for Students with 40 + Hours in Program

1974 - 1975 Project Year - Project Open Out

	Fall 1974			Spring 1975		
	Spelling	Math	Reading	Spelling	Math	Reading
Mean Grade Equivalent	3.42	3.03	5.09	4.06 (+.64)	3.78 (+.75)	5.08 (-.01)
Sample Size	42	42	42	41	41	41

As reported in Tables VIII, IX, and X, it can be seen that between the two scoring periods, gains were made in math, spelling and reading for all groups except students with 40 hours in reading (-.01).

For all students predominant gains were made in Math (+.70, +.94 and +.75) across all groups with almost a full grade increase indicated for students in the program 60+ hours. In no case, however, was a full grade increase indicated for any group. Individual increases may have been made of one grade level, but not to the extent that significance was found by the mean grade levels.

This failure to meet the established standard should in no way be taken as failure on the part of Project Open Out, however. It indicates a certain amount of optimism on the part of the staff in setting the original standard (that 75% of students would increase one grade level) regarding this particular client system. It may well be that a standard of one-half a grade level after 60 hours in the program -- along with the increased citizen participation and generally increased social skills -- may be a more realistic and certainly highly desirable standard for these students. It may also be true that more than 60 hours is needed for this clientele before significant growth in academic skills is apparent.

STUDENT ACTIVITIES

It was widely expressed by students and staff alike that we incorporate cultural enrichment activities into our curriculum. We've done this in hopes of fulfilling the social needs of our adult learners. All activities were at no expense to our students.

1. Trip to Delaware Art Museum
   22 students participated
2. Trip to Franklin Mint
   23 students participated
3. Trip to Concord Mall
   24 students participated
4. Trip to European Health Spa
   17 students participated
5. Trip to Grand Opera House to hear
   Cleveland Heights Chorus
   19 students participated
6. Slide presentation of one staff member's trip
   to Africa and Europe
7. Inspector Gannon from the Wilmington Fire Department
   made a presentation on fire safety.
8. Sgt. Campbell from Wilmington Police Department
   made a presentation on the Rights of Citizens.
9. Trip to Cowtown, New Jersey
   26 students participated
10. Consumer Education Workshops
11. Picnic at Rockford Park
    34 participates
12. Closing Exercise
13. Driver Education

We have found these activities to be very valuable to our students for various reasons. These activities serve as social gatherings for our adults as well as giving them experiences in verbal expression.

STAFF DEVELOPMENT

STAFF IN-SERVICE TRAINING

Professional growth was given as much consideration as any other aspect of this project. With the cooperation of the Wilmington Federation of Teachers, Wilmington Public School System. USOE Region III Staff Development Project, and Model Cities, many of our staff members received college credits from courses that were offered to them free of charge. Workshops were attended by some staff members. The following are the courses and/or workshops attended by our staff.

Courses	No. of Staff	Sponsored By
"Teaching English As A Second Language"	9	USOE - SDP at Univ. of Delaware
"Teaching Reading To Illiterate & Semi-Illiterate Adults"	7	USOE - SDP Univ. of Delaware
4 courses were sponsored for paraprofessionals in the local school district	4	WFT and W.P.S.S. at various schools
Career Development and Job Possibilities	9	Model Cities Resident Employment Service

Workshops	No. of Staff	Sponsored By
Bilingual-Bicultural Workshop and Conference by Literacy Volunteers of America	2	Region III, SDP
Evaluation Techniques	2	Region III

USE OF CONSULTANTS

The following served as consultants to the Project Open-Out staff to contribute to their professional growth.

A. Speaker: Mr. Harold Robinson
Topic: Language Development
Number of staff hours spent: 6 hours
Number of staff present: 6 staff members

B. Speaker: Mrs. Lois Lawrence
Topic: Teaching Reading from a newspaper
Number of staff hours spent: 3 hours
Number of staff present: 8 staff members

C. Speaker: Mr. Barry Schlecker
Topic: Job Finding
Number of staff hours spent: 4 hours
Number of staff present: 6 staff members

D. Speaker: Mr. Lawrence Bracey
Topic: Motivating and Maintaining Students
Number of staff hours spent: 3 hours
Number of staff present: 9 staff members

E. Speaker: Mrs. Betty Menzak
Topic: Drug Abuse and Alcoholism
Number of staff hours spent: 1 hour
Number of staff present: 9 staff members

F. Speaker: Ms. Patricia Cunningham
Topic: Resident Employment Service
Number of staff hours spent: 1½ hours
Number of staff present: 6 staff members

G. Speaker: Mrs. Ruth Fisher
Topic: Division of Social Services
Number of staff hours spent: 2½ hours
Number of staff present: 10 staff members

H. Speaker: Dr. Steropoli
Topic: Training the Trainer
Number of staff hours spent: 12 hours
Number of staff present: 3 teachers

I. Speaker: Working Guide for Guidance
Topic: Mr. Lacy Meyers
Number of staff hours spent: 2½ hours
Number of staff present: 6 staff members

J. Speaker: Dr. Larry Fidler
Topic: Literacy Volunteers of America
Number of staff hours spent: 4 days
Number of staff present: 1 teacher

K. Speaker: Dr. Donald Henderson
Topic: Motivation of Students
Number of staff hours spent: 5 hours
Number of staff present: 6 staff members

L. Speaker: Mrs. Sadie Keen
Topic: Teaching Reading to Semi-Illiterate Adults
Number of staff hours spent: 6 hours
Number of staff present: 9 staff members

M. Speaker: Mrs. Hazell Showell
Topic: Recruitment and Retention
Number of staff hours spent: 3 hours
Number of staff present: 9 staff members

METHODS AND MATERIALS

After working three years with functionally illiterate, disadvantaged adults, we became quite confident in choosing instructional material that would keep high interest and a feeling of accomplishment. We found some adults would not go near a text book while others felt they weren't learning unless they had the book in their hands. Perhaps this explains why we've used such a variety of materials to facilitate the teaching-learning process.

Each instructional staff member has listed and evaluated the materials they used and rated them on a scale of 1 - 3, 1 being poor; 2 being fair; and 3 being excellent. Following are the results of their efforts. I've taken the liberty to partially list these methods and materials.

MATERIAL	RATING	EXPLANATION
T.V. Show "Feeling Good"	3	Excellent program on health for adults.
Lopez Family	3	The student can associate him/herself with the character in the story. It has a good vocabulary for the adult who is just learning to speak English. The text centers around adult problems and interest.
Working With Words	3	This book is an excellent source for building English language skills and a sight vocabulary.
Welcome to English	3	This source is excellent for providing independent activities for the "English as a Second Language" student.
I Want to Read & Write	2½	This is an ideal book for the non and beginning reader skill-wise, but the content is not always realistic.
Practice Your English	3	This is good because the English translation follows immediately after the Spanish.
Welcome To English	2	This is all right for the student who can work independently.
Steps to Learning	1½	This book did not give the student enough of a challenge.
Steps to Math Bks I & II	3	This is very good for the early students. It gives a lot of reinforcement of the basics.
Duplicated Material	3	Excellent follow-up material.
Teacher-made materials	3	Tailor made material is probably the best there is.
Bilingual Tape Program	2	This program helps in developing skill in English pronunciation.

MATERIAL	RATING	EXPLANATION
Dolch Spelling List	3	This contains the 220 most common words used in the English language.
Language Experience Approach	3+	The instructional staff has found this method of teaching excellent for our students. This method gives immediate success, builds a sight vocabulary self-confidence, and certainly is of high interest to the adult learner.
Mott Basic Language Skills Series	3	Excellent for teaching many skills in the English language. It allows the adult to work independently. This is a good source for refreshing reading skills and comprehension.
Language Master	3	This equipment is used like a tape recorder. We've used it mostly for ESL students for correction on English pronunciation.
Newspaper	3	There's always something of interest in the newspaper.
Bible	3	The students who chose this text for instruction seemed to try harder when talking about God.
Negro History Digest and Ebony Magazine	3	This source seems to build self confidence and racial pride as well as serve as a teaching tool.
Basic Essentials To Math	3	For the intermediate student (4th to 5th grade level), This is an excellent source for introducing new concepts.

PROBLEMS AND RESULTS

The problems Project Open-Out experienced have been varied. Some we were able to solve while others remained unsolved. The first problem that arose was a constant turnover of our paraprofessionals. The prerequisites for an urban educator were a high school diploma or GED, and a resident of the Model City neighborhood. The salary was commensurate with the number of years of working experience on the salary scale of the Wilmington Public School System. Most of the Urban Educators were heads of households and felt they could not support their families on the salary. Most of them left after a few months for a better paying job. There was a problem with male Spanish-speaking Urban Educators. Due to cultural standards, young males were not welcome into the Spanish homes to give ESL (English as a Second Language) instruction to the women while husbands were working. As it turned out, the Spanish males found other jobs and females replaced them. There was nothing that could be done about the first problem since this was policy. However, we had a very stable staff in the final year of operation.

Another major problem we had was transportation for our students. Various activities were provided for our students. Getting them to and from each activity always seemed to be of concern. Using staff cars was not a good solution because of insurance reasons, and there were not enough cars available anyway. This problem was minimized greatly due to the designation of a portion of State funds to purchase bus tickets

for our students. We still found some adults who wouldn't use the public transportation because they didn't know how, English was a barrier, or they still wanted to rely on door-to-door service. Consequently, those adults who didn't know how were taught to use public transportation, and those who didn't want were given constant encouragement even though they never ventured out on their own to use it. Our Spanish students remained reluctant, however those who wanted to go to driver's education classes in the evening managed to find a way.

Another problem we had was in enrolling adults in our driver's education class who did not possess functional English skills. The first two years, one of our bilingual Urban Educators would go to the classes to act as an interpreter for the Spanish-speaking students. However, this proved to be extremely hard on the Urban Educator to work all day and in the evenings, too. The third year, we had to limit the class to English-speaking adults, bilingual adults who possess functional English skills, and bilingual adults who could supply their own interpreter. We found this to be the best solution and made the atmosphere more at ease for the instructor as well as the students.

As in most ABE programs, retaining and recruiting were problems. The methods of recruiting used were door-to-door canvassing the neighborhood; relatives, friends, and neighbors spreading the word; agency referral; posting signs and flyers in schools. public buildings, community centers, laundromats; and sending flyers home with school children. We found the most effective method of

recruiting for us was door-to-door recruiting. The key was using Urban Educators as recruiters. They were from the same neighborhood as our target population. The fact they were not "professionals" made the adults more at ease. One could say they "spoke the same language".

We found over half of our adults had short range goals. This may be attributed to our retention problem. Some of our enrollees had been so turned off by unkept promises made to them by other programs, they seemed leary of what we're trying to do. The fact that we were coming to them was definitely in our favor. Some adults wanted to learn just enough to help their children in school, become better consumers, learn how to read so they could get a job or a better one, get a driver's license, or cope with daily life. Others wanted to go on to get a GED. Our best solution to retaining adults in our program was to find out their goals and interests, and keep them involved in planning their curriculum. this way, they knew the direction in which they were headed.

There were minor problems such as calling on an adult only to find they're not home, childcare, and students relocating without our knowledge of where to find them. To minimize these, the teachers and Urban Educators kept their schedules flexible.

With almost all of our adults, educational deficiencies were often accompanied by social-living deficiencies. Some adults did not know how to use to their advantage social-service agencies if these services were even known to them at all. It was very often that the Counselor or Urban Educator had to refer

adults to agencies, actually make the phone call, follow up decisions. or go to the agency with the adult. The problem here was this procedure can too time consuming. The staff tried to rectify this by encouraging the students to more independent. Almost always, however, these experiences provided teaching-learning situations.

COMMONWEALTH LEARNING, INC.
108 West Rosemont Avenue
Alexandria, Virginia 22301

PROJECT OPEN OUT
Wilmington Public Schools, Wilmington, Delaware

Final Evaluation Report
1974 - 1975

submitted by

Commonwealth Learning, Inc.
Alexandria, Virginia

Carlene L. Turman
Principal Evaluator

(This report was so extensive that only the most relevant parts are presented here.)

PURPOSE

This is the report of an evaluation study conducted by Commonwealth Learning, Inc., Alexandria, Virginia, for Project Open Out, Wilmington Public Schools, Wilmington, Delaware.

The purpose of this study was twofold:

1. To provide on-going (formative) information on the management and operation of the project by which administrative decisions might be made to maintain and increasingly improve project effectiveness;
2. To collect data on and analyze project outcomes in order to identify success patterns which might be replicated in Wilmington or elsewhere.

BACKGROUND OF STUDY

Project Open Out was initiated in 1972 under Section 309 of the Adult Education Act (P.L. 91-230, as amended) which states:

> (1) special projects which will be carried out in furtherance of the purposes of this title, and which--

> (A) involve the use of innovative methods, including methods for educating persons of limited English - speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title...

The project can, at this, the close of its third and final year of operation, look back with justifiable pride on the cumulative accomplishments of the past three years.

The establishment of an experimental program is difficult at best. The establishment of a program which proposed to use and to train Model Cities residents as teachers to work directly in students' homes to teach illiterate and functionally illiterate adults basic reading and computational skills as well as life-coping skills was not an easy task. Staffing was a problem, recruiting was a problem, office facilities were a problem, staff turnover was a problem, the establishment of necessary linkages with various city service agencies was a problem -- yet a number of dedicated individuals persevered and the project expanded each year, testing methods and materials and giving well over 500 residents of the Wilmington Model Cities neighborhood a "second chance," virtually a new lease on life.

The general objectives of the program (which are defined in more specificity in the Interim Progress Report Section which follows) for the third and final year of project operation included

the involvement of a minimum of 200 students in the communications, computational and basic coping skills curricula, securing driver's licenses for a number of students, conducting inservice activities for the staff, disseminating information about the project in various ways, taking the students on field trips and other cultural activities, and providing strong support systems for all students in an attempt to make sure that personal (solvable) problems did not interfere with student learning and success in the program.

In developing the regulations for the use of Section 309 funds, the U. S. Office of Education, Office of Adult Education, determined that systematic evaluation would be a desirable, if not an absolutely required activity. Commonwealth Learning, Inc. was thus asked to submit a proposal to Project Open Out for the evaluation of the first year's activities, and, after presentations to school and community representatives, was awarded a contract for the evaluation. This contract has been renewed each year, and as the project has matured and changed, so has the evaluation. After using Stake's evaluation model, the evaluators chose, during this final year of operation, to utilize Provus' Discrepancy Evaluation Model, involving the project staff totally in the identification of the standards which would be used to evaluate both process and product.

PROCEDURES

At a program definition meeting in October, staff members, with representatives of the Model Cities agency, school administration and project Advisory Board split into three small groups and defined in specific terms the objectives of the project in terms of what should be happening at the end of the project year when the project would be successfully completed. The evaluator, Carlene Turman, then took these statements, synthesized them; returned them to the staff for revision. The evaluator met again with the staff to further refine the statements and to eliminate any which might not be useful as program standards. Once these standards were arrived at, the evaluator proceeded to devise, adapt or adopt instruments which might be used to both monitor project progress and to gather baseline data for determining student/staff outcomes.

A data collection schedule was established by the evaluator and the staff, and representatives from the Model Cities agency. Data was collected monthly and feedback provided the project as required; an Interim Evaluation Report was submitted in January, presented and discussed with the staff and members of the Advisory Council. This report follows:

Project Open-Out — Evaluation Design 1974-75

Instrument/Evaluation Activity	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Monthly Status Reports	X	X	X	X	X	X	X	X	
Monthly Inservice Forms	X	X	X	X	X	X	X	X	
Student Feedback Forms	*X	*X	*X	*X	*X	*X	*X	*X	
Daily Inservice Forms	**	**	**	**	**	**	**	**	
Standardized Tests	X						X		
On-Site Observation	#		#	#	#		#		#
Interim Report			XO						
Final Report							X		O

Key

X - Data Collected by Project Staff; sent to evaluator

* - Data Collected by Project Staff; retained by staff for internal use

** - Used on an on-going basis by Project Staff for internal purposes

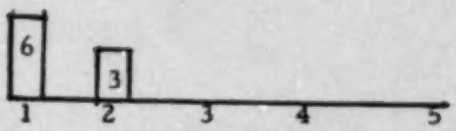
\# - Data collected by evaluator during on-site visits

O - Data fed back to staff in report form

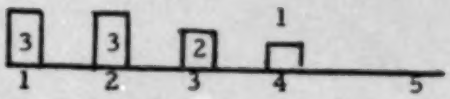
Final Evaluation Questionnaire

A Final Evaluation Questionnaire was administered to every staff member (N=10) at the end of the project period with the following results: (1=Strongly Agree, 2=Agree, 3=Undecided, 4= Disagree, 5= Strongly Disagree)

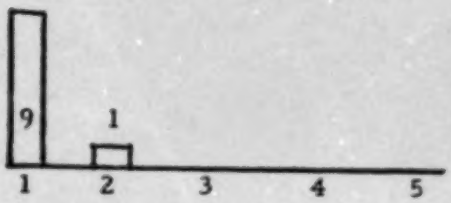
1. The inservice training I have received through the project has been useful.



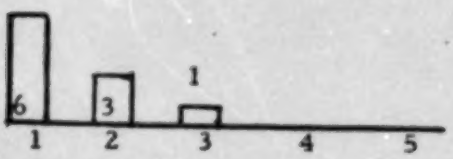
2. The inservice training I have received from the school district has been useful.



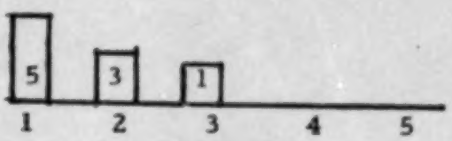
3. I feel that I am quite competent as I perform my job in Open Out.



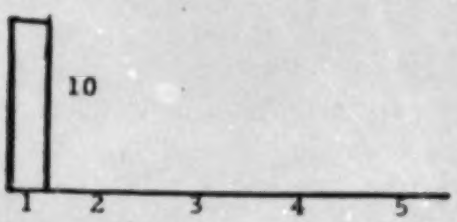
4. I have been fully involved in planning for inservice activities.



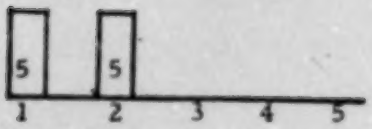
5. Other staff members consider me competent.



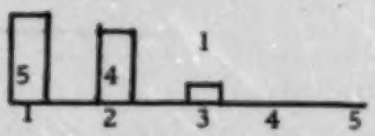
6. I like my job in Open Out.



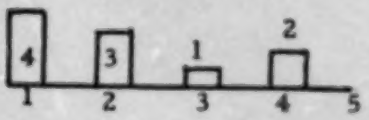
7. Other staff members are competent in the performance of their jobs.



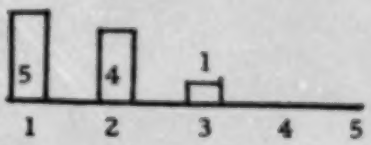
8. Door-to-door canvassing is the most effective form of recruiting.



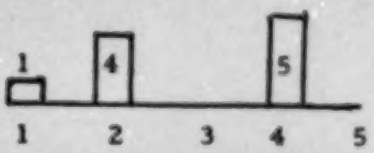
9. Word-of-mouth advertising is the most effective form of recruiting.



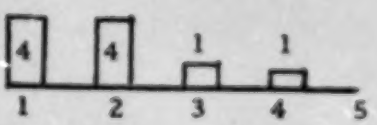
10. I enjoy recruiting.



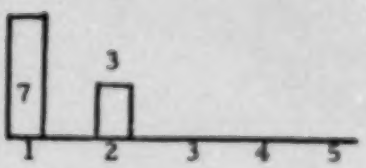
11. I could have used more training in recruiting techniques.



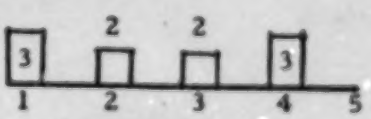
12. Transportation is the major problem in getting students involved in Open Out.



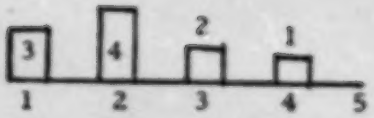
13. The cultural/enrichment activities have been an important part of Open Out activities.



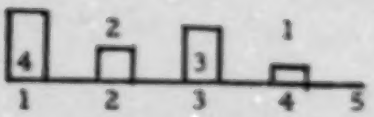
14. Student motivation is the major problem in getting students involved in Open Out.



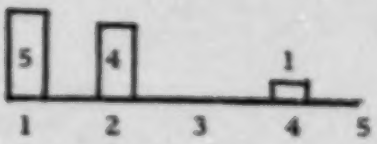
15. Linkages with other service agencies have been an important part of Open Out.



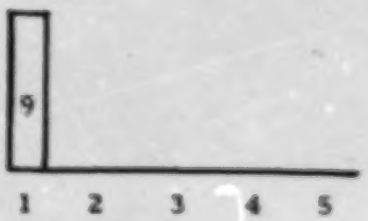
16. We have too much required paper work.



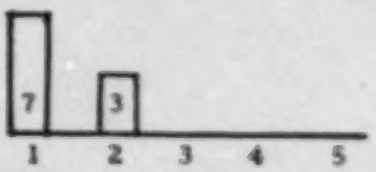
17. I frequently use the services of other agencies (such as welfare, housing, etc.).



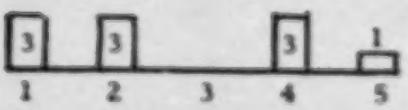
18. I enjoy working with Open Out students.



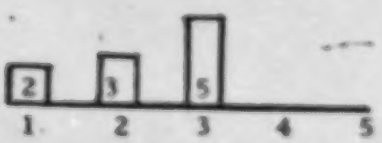
19. I believe that the Field Trips have been important to the students.



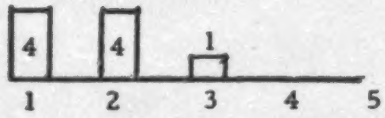
20. I try not to get involved with my students' personal problems.



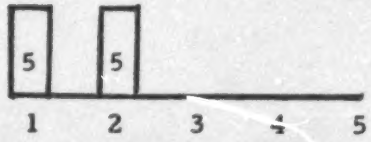
21. The Advisory Board has been an important facet of Open Out activities.



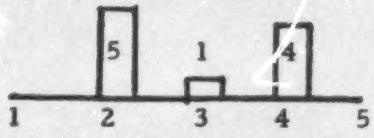
22. I always involve my students in planning for their lessons.



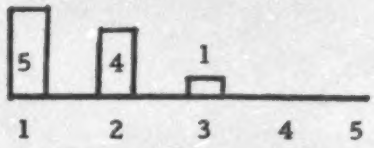
23. I enjoy making presentations to community groups about Open Out.



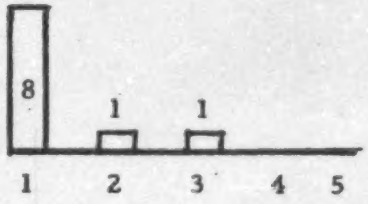
24. I make frequent presentations to community groups (at least once a month).



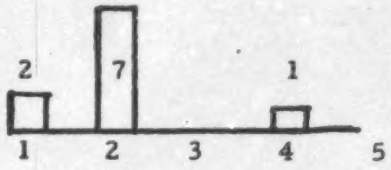
25. I believe that dissemination is an important part of Open Out activities.



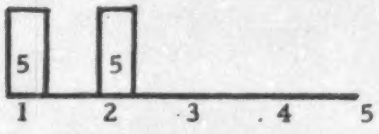
26. I believe that community contact is an important part of Open Out activities.



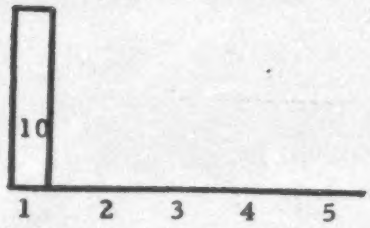
27. Driver Education is an important part of Open Out Activities.



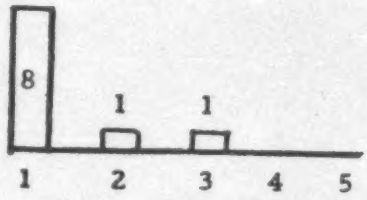
28. We could have used more support from the Central Office.



29. It is important to me that my students like me.



30. I plan to continue teaching adults.



Please list the major weaknesses of the program as you see it:

None - 1
Transportation - 3
Better relationships with agencies needed - 2
Not enough staff - 1
Sometimes hard to get students to take part in extra activities - 1

Please list the major strengths of the program as you see it:

Student/staff rapport - 3
Flexibility of program - 3
Student's needs & wants come first - 1
Drivers Education - 1
Good Director - 1
High Teacher Motivation - 1
Career ladder available for paraprofessionals - 1
Use of Urban Educators
Student interest - 1

Please make recommendations for changes or improvements in the program for the coming year:

Format for required paperwork should be set up at beginning of year.

Less paperwork
Enlarge program to reach outside of Model Cities area
More field trips
Teach typing
More inservice training in ESL for illiterate adults
One cluster site open four days a week, all day, where students can come and stay as long as they like
Have ESL every day
Bus (2)
Consultants with expertise in ABE to provide technical assistance throughout year

Analysis

Inservice Training - Data indicate that the staff generally perceive themselves to be competent, and the inservice training provided by the project to have been helpful. The inservice training received from the school district was not perceived as being quite as helpful, which validates the on-site observations of the evaluator.

Recruiting - The staff felt generally that door-to-door canvassing was a more effective recruiting method than was word-of mouth advertising, declared that they enjoyed recruiting, and were evenly split on their need for more training in recruiting techniques: five felt a moderate to strong need for such training, and five did not agree that more training was needed.

Student Motivation - Student motivation was an area of some disagreement by the staff. Five agreed that motivation was the major problem in getting students involved in the program while eight felt that transportation was the major problem. Three

felt that student motivation was definitely not the major problem in getting students into the program. The staff agreed that cultural and enrichment activities have been important to Open Out.

Other Agencies - The staff was not in agreement when asked about the importance of linkages with other agencies: seven did feel that such linkages were important wh ile two were undecided and one did not agree. Nine indicated that they frequently used other agencies, however, while one did not.

Project Operations - A majority of the staff feel that they have too much paperwork, but all of them did indicate that they do enjoy working with the Open Out students. They are somewhat divided in terms of involvement with their students' personal problems: six indicated that they try not to get involved and four indicated that they definitely do get involved. Since the success of this type of program may depend on a certain amount of personal involvement with student's problems, this may be an specific area for further close study. The Advisory Board is generally viewed as either being important or is an unknown factor (five indicated "undecided").

Dissemination - Dissemination of information and community contact are perceived by the staff to be important - all but one undecided staff member agreed to some extent on both. Actual dissemination activities, however, are not as wholeheartedly entered into: five staff members said that they did make frequent presentations (at least once a month) while five others indicated that they did not.

Driver Education is perceived by all but one staff member as being an important part of project activities, and the staff is in total agreement that more support could have been forthcoming from the Central Office of the school system. This is not unusual for a program which is operating outside of the normal line and staff pattern of a school administration - such experimental and demonstration programs are frequently left to "sink or swim" by school administrators who feel that providing their support would defeat the experimental conditions. The desirability of such isolation is questionable, but may well have been unavoidable due to the wording of the Federal regulations.

Of particular interest is item #29 which shows that every staff member strongly agrees with the statement "It is important to me that my students like me." This concern for self image on the part of the staff may well be one of the clues to the success

of the project. It certainly reflects a very high concern for the students as well, and although data is not available from other projects for comparison, it is doubtful whether teachers in regular school programs would exhibit such a totally high level of committed concern.

Overall, the morale of the staff at the completion of this three year period appears to be high. Comparisons can be made with similar data from other projects by reading Appendix B, "External Standards."

Interview Questions to Determine Extent of ABE Participant Citizen Involvement in Community

The following interview questions were used with a sample of 64 students to determine the extent of their community participation, and their desire for further involvement as a result of participation in Open Out. This interview schedule was used at the end of the project year by the Open Out staff.

1. First let's consider your community involvement. Have you joined any formal clubs or organizations since you enrolled in Open Out? That is, have you joined a:

	Yes	No
a. Church-related group?	33	31
b. Job-related association?	21	43
c. Recreational group?	32	32
d. Fraternal-Service organization?	2	61
e. Civic-Political group?	15	49
f. Community Action group?	23	41
g. Other group?	8	54

2. Have you joined any informal groups since you enrolled in Open Out?

Yes: 15 No: 29 Don't Know: 18

3. If yes, describe the group(s).

The Bourenquena Sewing Club (3)
Blackman Development Center
Latin American Center (2)
West Center Community Center (2)
Health Club
Church-related activities
Senior Citizens Committee
Model Cities Meetings
PTA
Volunteer Foster Parent
Missionary Work

4. In general, would you say that your involvement in community organizations has increased, decreased, or stayed the same since you joined Open Out?

Increased: 30 Decreased: 5 Stayed the Same: 28

5. Let's now consider the extent to which your citizen participation has changed since you enrolled in Open Out. By citizen participation I am referring to activities such as voting, expressing oneself on community or neighborhood issues, providing volunteer service or assistance to people, and the like. Would you estimate an increase, decrease, or no change in your citizen participation since enrolling in the ABE program?

Increase: 23 Decrease: 4 No change: 33

6. If an increase, what types of citizen participation have occured?

P. T. A. (3)
Voting (7)
Voter Registration (3)
Model Cities meetings (3)
NAACP
Drivers Education
I speak up for my rights

7. How might you in the future become more active in citizen participation?

Voting (2)
Joining a Club
Helping others
Joining P. T. A. (5)
City Meetings (6)

8. Do you <u>want</u> to become more involved in community affairs?

Yes: 46 No: 10 Maybe: 8

It is apparent that in this one area (which may be considered one of the most sensitive indicators of program achievement) that Open Out may be determined extremely successful. Over one-half of the students interviewed indicated increased community involvement since enrolling in Open Out; almost one-half indicated an increase in citizen participation, and well over one-half indicated a desire for more involvement in the future. Both the quantity and quality of "new" involvement for Open Out students is extremely commendable.

CONCLUSIONS AND RECOMMENDATIONS

The Project Director, Elva Brooks, and her staff are to be highly commended for the overall success of this project at the completion of the three year project period. The results of this project as documented in this report are but a tip of the iceberg. What cannot be documented with any accuracy are the changes which this program has made in the lives of people it has touched -- both staff and students. There is a difference in the Wilmington Model Cities Neighborhood now for many people, some quite elderly. There is a caring that will never be taken away from a group of people who had almost given up caring themselves about anything. Yes, the project has been successful in that many can now read and write and participate in community activities and go to church when they did not do these things before. But more than that, the project has been a success because it has enabled a small group of people to touch the lives of several hundred people, most of whom had long ago given up any attempts to grow and had long since been reduced to nothing but a survival battle -- giving them new life-meaning in myriad ways which can never be known.

The process which Open Out has tested is obviously valid. It is not inexpensive, for much of the teaching has been one-on-one

in students' homes, but it does work. It may well be that this is the most effective way to reach this particular clientele -- and if, as a nation, we are truly committed to the concept of "lifetime learning," then we have no choice but to spend an increasing amount of public funds in this type of educational activity.

The use of Urban Educators has been one aspect of Open Out which has proven to be most effective, although the issue of their compensation is a sensitive one and has by no means been settled. The Urban Educators, now as well trained and experienced as many teachers (and much more so for their unique client system) are still only paraprofessionals and as such are not paid on a professional scale. This is certainly one area that must be investigated more thoroughly if more paraprofessionals are to be used as Open Out has used them.

And the evaluators do recommend strongly the use of more Urban Educators across the school system as funds allow to expand the Open Out process city-wide. The system does work -- that we know. It needs to be studied more, of course, and new techniques need to be tried -- but it does work. Continuation and expansion of Project Open Out is urged for the 1975 - 1976 school year. Seldom have the evaluators had the opportunity to work with such an exciting, rewarding and successful program.

OMB NO. 80-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: Department of HEW — Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: OEG-3-72-0073

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Wilmington Public Schools
1400 Washington Street
Wilmington, Delaware 19899

4. EMPLOYER IDENTIFICATION NO.: 51-6000279

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: PR# V0012VY

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [X] CASH [ ] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 7 | 1 | 74 TO 6 | 30 | 75

9. REPORT PERIOD (Month, Day, Year): FROM 7 | 1 | 74 TO 6 | 30 | 75

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1) ProjectOpen-Out	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported							
b. Total program outlays this period	123,166.81						123,166.81
c. LESS: Program income credits	----------						----------
d. Net program outlays this period	123,166.81						123,166.81
e. Total program outlays to date	123,166.81						123,166.81
f. LESS: Non-Federal share of program outlays	17,872.14						17,872.14
g. Total Federal share of program outlays	105,294.67						105,294.67
h. Total unpaid obligations	3,834.59						3,834.59
i. LESS: Non-Federal share of unpaid obligations	----------						----------
j. Federal share of unpaid obligations	3,834.59						3,834.59
k. Total Federal share of outlays and unpaid obligations	109,129.26						109 ,129.26
l. Total Federal funds authorized	115,000.00						115,000.00
m. Unobligated balance of Federal funds	5,870.74						5,870.74

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
Waived by School District.
[ ] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [ ] FIXED

b. RATE

c. BASE

d. TOTAL AMOUNT

e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME: Project Elva M. Brooks, Director

TELEPHONE: AREA CODE 302 NUMBER 429-7381 EXT.

SIGNATURE OF AUTHORIZED OFFICIAL: Elva M. Brooks

DATE REPORT IS SUBMITTED: July, 1975

HEW-601T

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